

School of Unlimited Learning

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Mark A. Wilson, Principal

Principal, School of Unlimited Learning

About Our School

Welcome to the School of Unlimited Learning, SOUL, Fresno's first charter high school! In April 2013, SOUL's charter was reauthorized for the fourth consecutive 5-year cycle. SOUL is fully WASC accredited. For over 18 years, we have provided an educational option to high school students in Fresno who need an alternative to the traditional high school setting. In addition to our academic program, SOUL provides a wide variety of services designed to connect students to school, whether it be through delivery of special resources and support services, or through participation in extracurricular activities. Services include home visits, individualized counseling, parent engagement opportunities, personal and academic counseling, access to health services and childcare, and scheduled participation in extracurricular and community activities.

SOUL provides a host of opportunities designed to connect students with the concept of school, such as youth mentoring, career development, leadership, community service clubs, musical education, and sports. All of these programs work hand in hand to create a level of mutual respect among students and staff, and an atmosphere of engagement between the students and their education. The personal relationships established in a small school setting allow for a greater understanding, acceptance, and tolerance among staff and students. We welcome any and all high school aged students and families who are looking for an educational option and additional resources not typically found in the regular high school setting.

Mark A. Wilson, Ed.D.,

Principal

Contact

*School of Unlimited Learning
2336 Calaveras St.
Fresno, CA 93721-1104*

Phone: 559-498-8543

E-mail: mark.wilson@fresnoec.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Fresno Unified
Phone Number	(559) 457-3000
Superintendent	Michael Hanson
E-mail Address	michael.hanson@fresnounified.org
Web Site	http://www.fresnounified.org

School Contact Information (School Year 2016-17)	
School Name	School of Unlimited Learning
Street	2336 Calaveras St.
City, State, Zip	Fresno, Ca, 93721-1104
Phone Number	559-498-8543
Principal	Mark A. Wilson, Principal
E-mail Address	mark.wilson@fresnoec.org
County-District-School (CDS) Code	10621661030642

Last updated: 1/25/2017

School Description and Mission Statement (School Year 2016-17)

The School of Unlimited Learning(SOUL) Charter High School serves, educates and works with students residing in the Fresno metropolitan area from ninth through twelfth grade, ages 14 through 21 who have not yet received a high school diploma. The targeted youth often, but not necessarily, have a history of low academic achievement and are not currently benefiting from available support services in the traditional school system or are in need of more comprehensive social services.

The mission of the School of Unlimited Learning Charter High School is to provide comprehensive learning experiences in a manner and in an environment that enables students to obtain skills, knowledge, and motivation to be self-directed, life-long learners as they mature toward self-sufficiency.

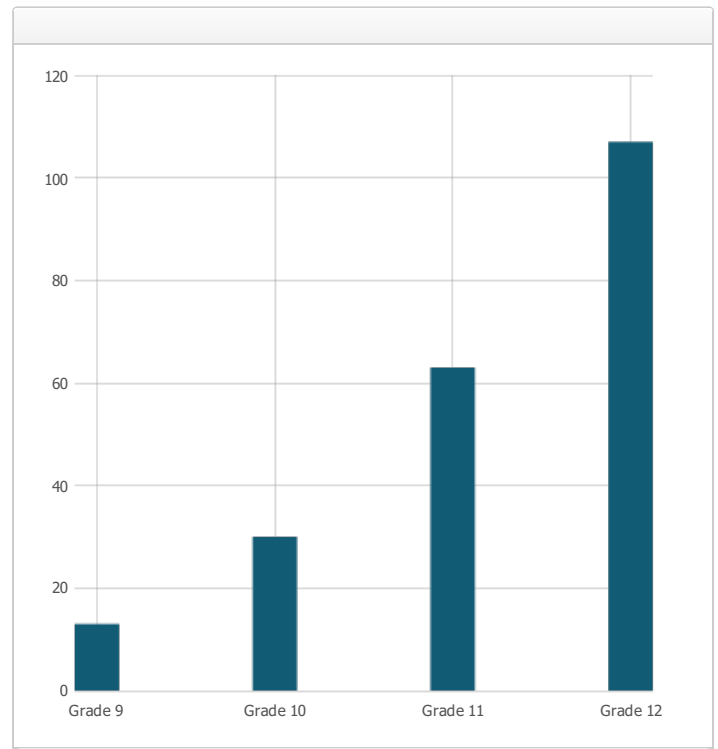
The School of Unlimited Learning's educational program offers both a classroom-based program and a non classroom-based program. Both programs are located at the EOC Sanctuary Youth Center at 2336 Calaveras Street. In 2014-2015, SOUL's teaching staff was comprised of 11 full-time teachers, with approximately 100 students per semester enrolled in the classroom-based program, and 125 enrolled in the Independent Study program.

Students enrolled in the independent study component are students who have scheduling conflicts with a traditional school day. These students have voluntarily enrolled in this alternative instructional program. Students in both programs are assigned a case manager to assist in resolving family, social, and community needs beyond the educational requirements.

Last updated: 1/25/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	13
Grade 10	30
Grade 11	63
Grade 12	107
Total Enrollment	213



Last updated: 1/9/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	8.0 %
American Indian or Alaska Native	0.9 %
Asian	4.0 %
Filipino	0.0 %
Hispanic or Latino	77.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	10.0 %
Two or More Races	0.5 %
Other	-0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.8 %
English Learners	15.0 %
Students with Disabilities	9.0 %
Foster Youth	1.0 %

Last updated: 1/9/2017

A. Conditions of Learning

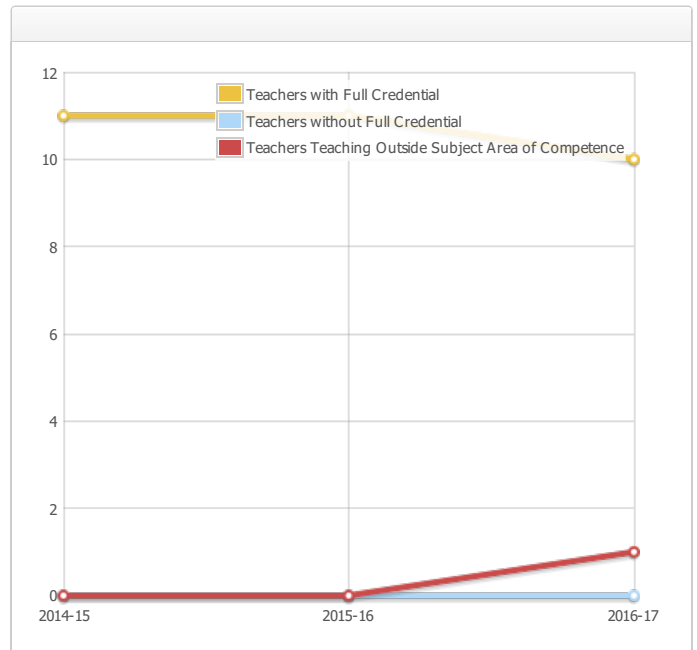
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

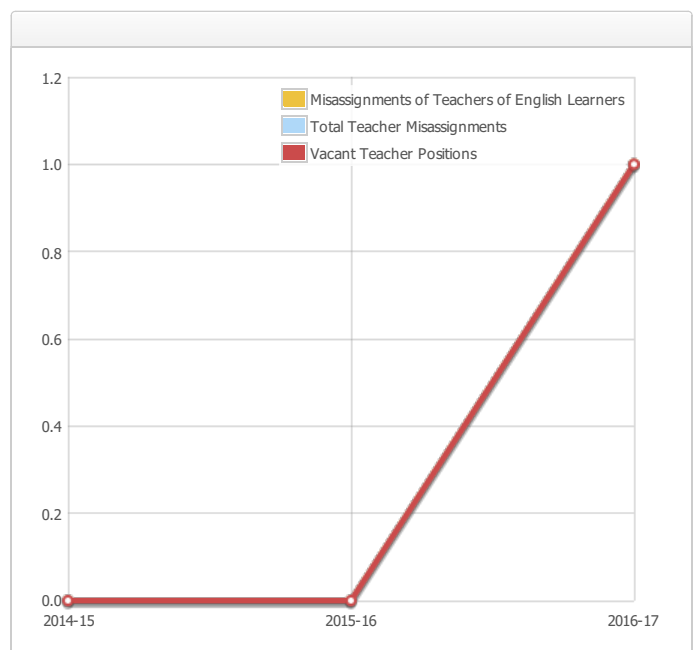
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	11	10	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	



Last updated: 1/25/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/25/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	89.0%	11.0%
High-Poverty Schools in District	89.0%	11.0%
Low-Poverty Schools in District	99.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/25/2017

School Facility Conditions and Planned Improvements

The School of Unlimited Learning Charter High School provides and maintains a safe learning and working environment for all pupils and employees. All SOUL facilities meet or exceed state and local building codes. The school undergoes an annual inspection by a city fire marshal. All use permits are on file with the City of Fresno. In addition, SOUL conducts an annual review and submits an annual comprehensive Safe School Plan to Fresno Unified School District, the school's chartering agency.

Last updated: 1/25/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	8.0%	18.0%	28.0%	31.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	3.0%	0.0%	18.0%	22.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	61	81.3%	18.3%
Male	30	24	80.0%	16.7%
Female	45	37	82.2%	19.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	48	90.6%	14.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	59	81.9%	19.0%
English Learners	14	13	92.9%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	46	61.3%	0.0%
Male	30	18	60.0%	--
Female	45	28	62.2%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	39	73.6%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	44	61.1%	--
English Learners	14	9	64.3%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	6.0%	13.0%	19.0%	41.0%	36.0%	34.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	37	31	83.8%	19.4%
Male	25	21	84.0%	14.3%
Female	12	10	83.3%	30.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	29	26	89.7%	7.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	35	29	82.9%	17.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2017

Career Technical Education Programs (School Year 2015-16)

The School of Unlimited Learning offers an introductory Career Exploration course primarily to 12th grade students. This course is considered an elective course and contains a work experience component which offers SOUL students practical on-the-job experience at a designated worksite. Students also complete career assessments, prepare resumes, and learn successful interviewing techniques to secure employment. The Career Exploration course is has a writing and research component. This course is considered an elective course. In addition, SOUL provides eligible students paid work experience and training through Fresno EOC's Employment and Training Program.

*Last updated: 1/9/2017***Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	20
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	20.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/9/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	10.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	8.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parent involvement is essential to student success. Parents/guardians are encouraged to participate in the education of their child through a variety of avenues. Parents are kept abreast of school activities, events, and the educational progress of their child. The student's case manager, teachers, school administration, and counseling staff contact parents through phone, mail, and/or personal visits. For each student, an individual parent/student orientation is provided by a case manager upon enrolling into school. Communication between the school and home is regular and meaningful thus providing a foundation of trust and collaboration. As parents and educators successfully correspond, problems will be more readily resolved and students will make greater academic progress. Parents are encouraged to participate actively in selecting placement options with their child. Regular attendance, providing basic clothing and supplies, assisting with homework, and taking a personal interest in the academic advancement of their child are strongly encouraged. Parents can help the school through assisting in the classroom; in other learning environments; in co-curricular and extra-curricular activities; volunteering to assist with clerical tasks; sharing special skills or knowledge; or mentoring other youth. Parents will contribute to decisions benefiting the school environment and student instruction through a variety of means: parental representation on the Governing Council, parent and leadership on the Parent Advisory Committee. The annual Parent Involvement Policy is updated each year.

Enrollment in the School of Unlimited Learning is an acknowledgement by parent/guardian that they

- 1) are willing to remain/become active in the learning of their child while he/she is enrolled in the school;
- 2) understand and support the distinctive nature of the school and agree to adhere to the school's policies and procedures.

Each parent/guardian receives a Parent/Student handbook that enumerates the policies and procedures as well as graduation requirements and courses offered.

State Priority: Pupil Engagement

Last updated: 1/25/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	32	83	85
Black or African American	18	77	77
American Indian or Alaska Native	0	81	75
Asian	33	93	99
Filipino	0	97	97
Hispanic or Latino	34	81	84
Native Hawaiian or Pacific Islander	0	100	85
White	38	85	87
Two or More Races	0	69	91
Socioeconomically Disadvantaged	30	81	77
English Learners	25	65	51
Students with Disabilities	44	63	68
Foster Youth	--	--	--

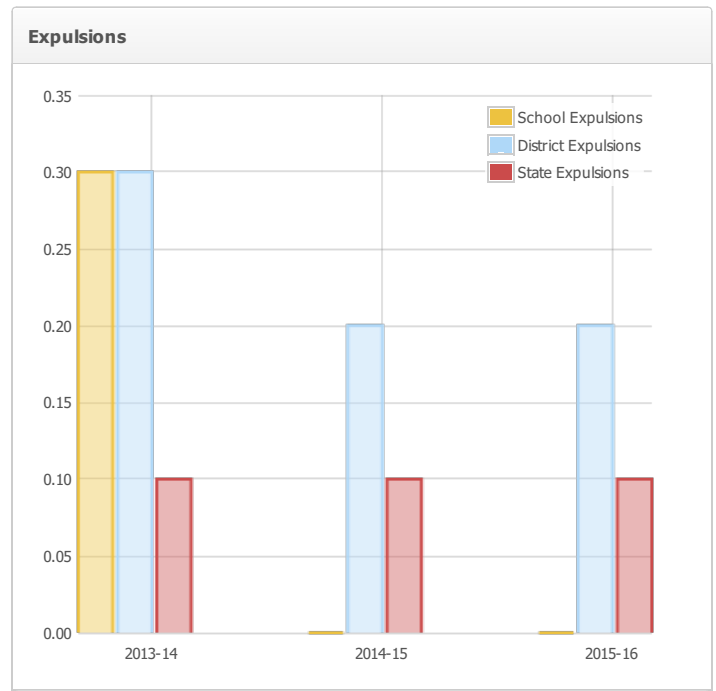
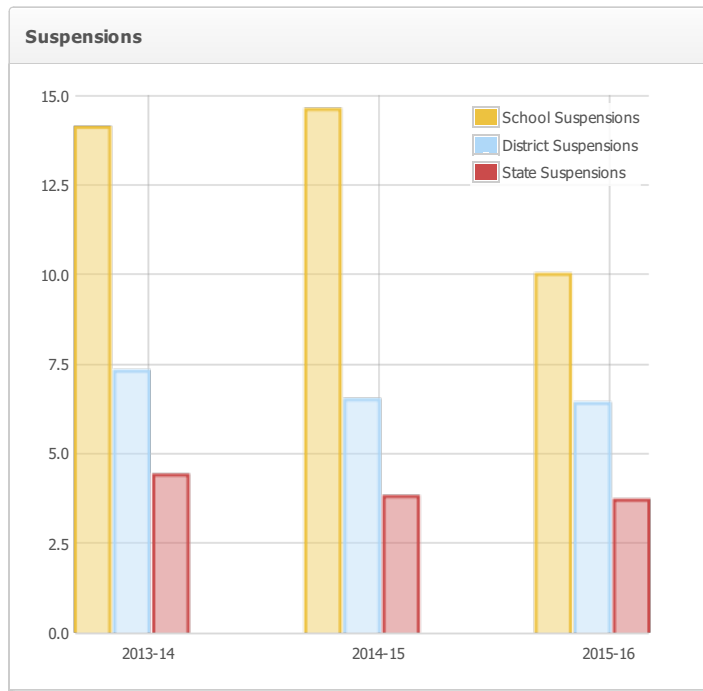
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	14.1	14.6	10.0	7.3	6.5	6.4	4.4	3.8	3.7
Expulsions	0.3	0.0	0.0	0.3	0.2	0.2	0.1	0.1	0.1



Last updated: 1/25/2017

School Safety Plan (School Year 2016-17)

Each year SOUL develops a comprehensive Safe School and Disaster Preparedness Program Plan in conjunction with the Fresno Unified School District. The comprehensive school safety plan is revised on an annual basis each Spring and reviewed with school staff at the beginning of each school year. The 2015/2016 Safe School Plan was approved by the SOUL Governing Council in February 2015 and reviewed with staff on August 10, 2015. Key elements of the plan include the identification of the following:

- Threat Assessment Management Team
- Immediate Care Responders
- Pandemic Influenza Management Plan
- Parent Reunification Team
- Evacuation Plan
- Fire Drill, Lockdown, and Imminent Danger Procedures and Schedule
- Employee Phone Tree

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1999-2000	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	89.4%

Note: Cells with NA values do not require data.

Last updated: 1/25/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.0	8	0	0	14.0	8	0	0	14.0	8	0	0
Mathematics	14.0	8	0	0	14.0	8	0	0	14.0	8	0	0
Science	14.0	8	0	0	14.0	8	0	0	14.0	8	0	0
Social Science	14.0	8	1	0	14.0	4	1	0	14.0	8	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	200.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/2017

Types of Services Funded (Fiscal Year 2015-16)

Most students who enroll at SOUL arrive having lacked a connectedness to the traditional high school setting, leaving them unmotivated and at risk of dropping out. To address this, SOUL has developed a more diagnostic approach to providing intervention and support services to its students. In addition to the aforementioned intervention strategies dealing with a student's academic needs, special resources are made available to address the student's personal, social, mental, emotional, and in some cases, physical needs.

Many of SOUL's students have needs reach far beyond a diagnosed deficiency in Reading or Math. Their educational shortcomings can usually be traced to a history of chronic truancy, often caused by insurmountable problems in the child's life that he/she has not been able to cope with or successfully overcome.

Learning best occurs when a student's social and family dynamics are conducive to learning. Unfortunately, many students come to school unprepared to learn because of undue emotional stress in their lives. With the help of the case managers at SOUL, along with a plethora of prescriptive supportive services, these students receive the attention and assistance they need to overcome the barriers that have led to truancy, lack of motivation and a history of academic failure.

Each student receives case management services primarily aimed at cultivating a stronger personal and social acumen. Their ability to deal with what is often a dysfunctional family and/or environment is vital to their personal and academic development. Case managers work closely with the students to access resources provided by Fresno EOC and other community agencies to address personal, family, social, and emotional needs. In addition to case management services, SOUL offers mental health counseling through Kaiser Permanente's Psychology department, as well as additional supportive services through Fresno State's Social Work program. Case managers are available to every student at SOUL, whether enrolled in the classroom-based program or in Independent Study. A family meeting is held upon enrollment, followed by several individual meetings so that a trusting relationship can be developed. Due to the typical SOUL student's history of poor academic performance, truancy, and misbehavior, meeting with a SOUL case manager is often times the first positive interaction parents have had with the educational system in years. Case managers are well versed in student needs assessment, and appropriate service and resource referrals. Many of these referral based services are offered on, or near SOUL's campus such as:

- Mental health counseling provided by Kaiser Permanente's Psychology Department Interns.
- Personal coaching and support provided by Social Work interns.
- Temporary shelter and counseling for runaway and out-of-control youth
- Child care and child development classes offered by Fresno EOC's Head Start/Early Head Start Program at SOUL's Early Head Start child development center
- Health service needs provided by Fresno EOC's health clinic.
- Housing and homelessness issues addressed by Fresno EOC's Transitional Living Center.

SOUL's greatest resource is not merely an academic program that mirrors other traditional and non-traditional high schools. Rather, SOUL provides a wide variety of avenues designed to connect students to school, whether it be through delivery of special resources and support services, or through participation in extracurricular activities. SOUL's alternative educational setting is a vehicle of opportunity, providing it's students a way out of their previous cycle of truancy and disconnectedness. SOUL delivers relevant prescriptive resources and services designed to increase school attendance, connectedness, and involvement in extracurricular activities. Services include home visits to identified truants, individualized counseling, parent engagement opportunities, and scheduled participation in extracurricular and community activities.

Last updated: 1/25/2017

Professional Development

The School of Unlimited Learning schedules a total of five school days per year to staff development, which is determined using student assessment data primarily Smarter Balance Assessments from the previous year. Three of the five days are scheduled prior to the first day of school, whereas two of the five days are scheduled throughout the school year- one in the Fall and the other in the Spring. In 2012, SOUL initiated an early release schedule each Monday to allow teachers to engage in professional development activities on a weekly basis. Weekly staff development time focuses on curricular alignment to the Common Core State Standards, sharing instructional strategies with other teachers, and refining State standards-driven lesson plans to elicit greater student engagement. An annual staff development plan is developed to better identify teachers' needs with respect to curriculum and instruction. In 2015/2016, staff development needs focused primarily on the further development to Common Core instruction, as well as maximizing student participation through effective rigorous instruction, higher student engagement and effective classroom management practices.

Last updated: 1/25/2017